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ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

RESPONSE TO

SKILLS TO MEET THE CHALLENGE: A TRAINING PARTNERSHIP FOR ONTARIO

The Ontario Training and Adjustment Board

May, 1992

ACKNOWLEDGEMENTS

This Position Paper in response to Skills to Meet the Challenge: A Training Partnership for Ontario was prepared by the OPSBA Ontario Training and Adjustment Board Sub-Committee:

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INTRODUCTION

Ontario's economy is undergoing fundamental change. The current recession aside, there has been more growth in the service sector compared to primary and resource industry. This means that there is a growing proportion of small businesses. In addition, the increased dependence on computer-based technology and the globalization of business are also having effects. The Free Trade Agreement and the current recession accelerated the industrial restructuring. The end result is that there is a need to pursue new approaches to education and job training to encourage workplace flexibility.

The Premier's Council report, "People and Skills in the New Global Economy" (1990) stated that the human aspects of this restructuring are as important as the technological and operational ones. Therefore, the Premier's Council devoted its second report to the issues of education, training and labour adjustment. The report concluded that:

> "Education can no longer be regarded as a once-in-a-lifetime experience. People entering the workforce today should be prepared to pursue several careers during their working lives. In the emerging global marketplace, the ability to adapt and learn new skills continually will be the most highly developed skill of all."

A critical element of future success in building our future will be our ability to ensure that all Canadians have the relevant skills needed to survive and thrive in a fast-changing economy. In order to assist our labour force to adjust, it is obvious that Ontario must initiate a coordinated program of education, training and retraining. All of our training and educational resources must be efficiently utilized.

The proposals for the formation of a partnership between business, labour, education and social action groups at both the provincial and local levels, as detailed in *Skills to Meet the Challenge: A Training Partnership for Ontario,* is an appropriate method to address this problem. OPSBA supports, in principle, their establishment.

We are concerned, however, that school boards have not been adequately recognized as key players in current labour force development. Nor have boards been recognized in the delivery of future programming in this area. School boards as major deliverers of human resource development programs, have a major stake in the future of training and adjustment in Ontario and as such must be key participants in any discussion and decision-making on programs.

As a first step in our participation in this process, OPSBA is pleased to provide comments on the proposals contained in the Ontario Training and Adjustment Board Consultation document. Our response begins with a review of the role of school boards in the provision of labour force development programs and why this role is unique. It then goes on to provide comments on a number of the specific questions posed in the Consultation document.

SCHOOL BOARD ROLE IN HUMAN RESOURCE DEVELOPMENT

The public school system has a vital role to play in encouraging and facilitating lifelong learning and school boards recognize that they are a pivotal component in any training and adjustment system in that they provide the necessary foundation skills for successful labour force entry and re-entry. These skills are provided through a variety of innovative programs and approaches for youths entering the workforce for the first time and adults requiring re-entry skills.

Labour Force Entry

Part of a school's mandate is to produce young people who will have entry-level job skills. In recognizing the unique needs of the individual student, school boards provide programs that not only ensure competency in core curricular areas, but include vocational and technical programs which contribute to the successful transition from school to work and from school to post-secondary education.

OPSBA does not want to suggest that the sole or primary purpose of the public school system should be job training. The elementary-secondary system's mandate is much broader and includes training in intellectual, interpersonal and social skills. However, in our response to the consultation document, we will focus on that part of the school's mandate to produce young people who will have entry-level job skills.

Only one third of secondary school students enter formal post-secondary education programs. As a result, school boards must pay as much attention to preparing students for employment immediately after graduation as it does to those who enter post-secondary educational institutions. This is being done in a number of ways and through a variety of programs.

a) Cooperative Education

Perhaps the most significant move forward in school-community co-operation is the development and growth of cooperative education. Cooperative education programs let students investigate potential careers and gain experience useful to finding employment after graduation. Adults seeking to upgrade job skills also use cooperative education programs delivered by school boards. They provide an excellent bridge to employment.

b) Apprenticeship Programs

The School Workplace Apprenticeship Program (SWAP) offers students who have completed Grade 10 requirements the opportunity to earn an Ontario Secondary School Diploma (OSSD) and apprenticeship credits concurrently. Twenty-five Ontario school boards now offer SWAP programs.

OPSBA believes that the apprenticeship program should be introduced and expanded at the secondary school level to encourage a reduction of dropouts and improve the overall skills of the workplace at an earlier age. It is imperative that school boards have direct representation on the OTAB Council dealing with apprenticeship programs.

c) Linkage Programs

Linkage programs between secondary schools and community colleges have been developed by a number of school boards in the province through formal articulation agreements.

For example, the Stormont, Dundas and Glengarry County Board of Education is developing a three-semester Entrepreneurship Bridging Program at its local community college which identifies equivalent credits in secondary school for students working at the general level of difficulty. If completed, the four-semester college course will be reduced by one semester.

The Science and Technology Entry Program (STEP) provides opportunities for secondary school students to explore careers and college courses in science, trades and technology.

Labour Force Re-entry

The second component of the school boards' contribution to labour force development is the provision of opportunities for adults to acquire academic skills, generic work skills or entry-level job skills. These opportunities are essential to making career or job changes that are necessitated by the constantly changing labour market.

Adults return to school to increase their general level of education or obtain a high school diploma, to upgrade job skills and to improve self-image so they can continue in post-secondary studies, enter training programs, or find a job.

Schools are the appropriate point to re-enter the education/training continuum. School boards have taken a leadership role in providing adult education, often without clear Ministry of Education policy on the role of adult education. School boards have been proactive in recognizing this community need and find adult education demands outreaching physical capacity.

OPSBA, in its position paper on adult education (1991), stated that:

- Adults have the right to opportunities for lifelong learning;
- School boards have the principal role for the delivery of elementary and secondary programs for adults; and,
- School boards can, do and should play a central role in the provision of adult continuing education programs.

School boards have adopted an entrepreneurial approach to serving the education/training needs of their communities. They have learned that effective lifelong learning programs and delivery systems meet the specific needs of adult learners and are compatible with local labour market requirements. These include both provincially and federally funded training programs.

a) <u>Academic Upgrading/Basic Literacy</u>

Literacy and academic upgrading are best undertaken before, or together with, specific job skills training. Schools are appropriate places for:

- adults who do not possess a secondary school diploma or its equivalent and who are enroled in adult basic education, literacy, or English or French second language classes, diploma programs or vocational preparation as part of achieving a diploma;

- adults who have a secondary school diploma or its equivalent who are enroled in secondary school academic or vocational upgrading programs due to skill obsolescence or in preparation for further post-secondary education or training; and,

- adults who are enroled in federally or provincially sponsored employment training programs.

The number of adults returning to school to obtain secondary school credits has increased dramatically over the last ten years [Table 1]. In 1990-91, adults represented 20% of all secondary school students enroled in day school credit courses. This is in comparison to only 6.6% in 1980-81.

The number of adults enroled in continuing education programs such as basic literacy, second language, citizenship and non-credit courses has also risen dramatically. In 1989-90, 934,869 adults were enroled in these programs [Table 2].

Table 3 provides three year comparative average daily enrolment data for these programs as well as the amount of provincial education dollars provided to adult continuing education programs. This funding has increased 60% in three years from 1988-1991.

b) Federal Programs

School boards are also involved in contractual partnerships with the federal government. Federal initiatives have allowed boards to meet the needs of employed adults as well as those who are unemployed, under-employed or disadvantaged.

Canada Employment and Immigration provides funding for a wide variety of job/entry programs offered by school boards [Table 4] for a total $21,847,443 in 1992.

This is in spite of the fact that school boards are not recognized as "public institutions" in the current Canada-Ontario Labour Force Development agreements.

Table 1

ADULTS ENROLED IN PUBLICLY FUNDED SECONDARY SCHOOL

	1980 - 81		1988 - 89		1990 - 91	
Age Group	Male	Female	Male	Female	Male	Female
19 - 21	9421	4979	18,241	10,974	23,283	14,136
%	3.1	1.8	5.6	3.5	6.9	4.4
22 & older	1441	3519	7,725	17,286	10,392	21,181
%	0.5	1.2	2.4	5.5	3.1	6.6
Total	10,862	8,496	25,966	28,260	33,675	35,317
%	3.6	3.0	7.9	9.0	10.0	10.9

Table 2

CONTINUING EDUCATION PROVIDED BY SCHOOL BOARDS
▸ 1989 - 90 School Year ◂

	English		French	
	Male	Female	Male	Female
Secondary School Credit Classes				
• Grade 9 - 10	37,278	38,558	5,298	13,484
• Grade 11 - 12	38,128	37,922	4,813	5,955
• OAC	30,434	20,917	3,714	3,551
Non-Classroom Correspondence Courses or Self-Study	9,460	23,959	596	1,397
Adult Basic Literacy & Numeracy	20,812	23,778	515	702
ESL or FSL	89,946	65,430	177	477
Classes of Citizenship & Official National Languages	3,021	3,858	85	135
Non-Credit	234,483	219,595	2,032	4,349
Total	**463,582**	**434,017**	**17,230**	**30,060**

Table 3

MINISTRY OF EDUCATION AVERAGE DAILY ENROLMENT
▸ 3 Year Comparison ▸

Program	1988	1991	% Increase
ABL	4,463.96	5,855.8	31 %
ESL	8,972.55	15,321.58	71 %
Adult Credit	7,178.56	9,386.01	31 %
Total CE	22,000.2	32,197.91	46 %

MINISTRY OF EDUCATION GRANTS

Program	1988	1991	% Increase
ABL	9,974,586	14,445,353	45 %
ESL	19,548,691	36,728,127	88 %
Adult Credit	16,598,886	23,882,382	44 %
Total CE	49,499,093	79,344,198	60 %

Table 4
FEDERAL DOLLARS SPENT WITH SCHOOL BOARDS IN ONTARIO, 1992

PROJECT TYPE	NUMBER OF PROJECTS	FEDERAL $ CONTRIBUTION
Canadian Job Strategy System		
Job Entry Challenge		
• Seed	79	240,288
• WOW	100	1, 915,760
• Severely Employment Disadvantaged	1	403,008
• Job Entry	52	6, 072,788
• Re-Entry	3	552,949
• Re-Employment	4	561,655
• Coop Education Admin	32	5, 993,981
• Delivery Assistance	3	132,268
• Job Entry Employment Assistance	5	626,150
• Job Entry Start	39	1, 788,277
• NPIEC Programs	17	1, 911,337
Job Development		
• General Projects	1	47,398
• Individual Subsidized Jobs	47	333,908
• Delivery Assistance	2	146,083
Job Creation	27	1, 121,593
Totals	**409**	**21, 847,443**

Recommendation [1] That school boards be designated as "public institutions" in future Canada-Ontario Labour Force Development Agreements.

When these numbers are examined in combination with recent research indicating that the majority of these individuals are returning to their local Boards of Education to enhance their employability, it is evident that Boards of Education are already a major component in labour force development.

WHY SHOULD SCHOOL BOARDS BE INVOLVED?

School boards have unique characteristics which make them the logical place for the provision of human resource development programs. They, and their communities, also have a lot to gain by becoming involved in these services.

School boards have been successful in removing the situational, institutional and dispositional barriers that previously inhibited adult recurrent education. Transitional programming can then be designed to enable the learner to move from the initial phase of upgrading to training offered by skilled trades, colleges and universities.

Several facts give school boards both special advantages and special responsibilities in the delivery of these programs and include:

- Facilities are available in communities throughout the province. In some communities, schools are the only educational facility available. Because of the universality of elementary and secondary education and therefore the availability of schools in all parts of the province, school board adult education programs are accessible to almost all adult learners. Only when all adults have accessibility to the programs they require will Ontario have provided equal educational opportunity for life-long learning.

- The school system is the only vehicle through which the government can make its philosophy of "life-long learning" a reality. The reality requires that learners who stepped out of formal education can step back in.

▸The school system is the only source of the Ontario Secondary School Graduation Diploma. This diploma is a prerequisite required by many employers and post-secondary educational institutions.

▸School boards, as has been documented, are already major providers of labour force development programs and school-business linkages.

▸School boards already play a major role in the provision of adult basic education and English and French as a second language programs for adults.

▸Most school systems have administrative and instructional personnel already available, together with support services.

▸School boards already have an excellent record in serving disadvantaged adults. Adult Education programs contribute to increased self-esteem and self-confidence in adults returning to education. The school and school system are often equipped to provide necessary support services such as childcare and counselling.

▸Many school boards have the flexibility necessary to respond quickly to new or changing community needs for adult programs.

▸School boards have established credibility with many adult learners within school communities.

▸School boards are the only group that has locally elected individuals responsible to the community and, as a locally elected body, schools can be, and are, particularly sensitive to the growing demands for educational opportunities for adults.

School boards and communities have a great deal to gain by providing these programs including:

▸The education of adolescents is improved by what is learned by teachers who teach adults and administrators who organize these programs. Adult continuing education programs tend to provide the "cutting edge" in curriculum innovation and program design. The creative and innovative approaches to teaching indicative of adult programs will benefit all students.

▸Adult voluntary learners provide positive role models for teenaged students.

▸Improved educational levels of parents contribute to the school success of children and adolescents.

▸Adult education programs allow taxpayers who do not have children in school an opportunity for direct benefit from the payment of property taxes. Adults who have the most positive view of the performance of our schools are those who have some direct contact with them.

▸Locally elected school boards are a mechanism for responding to community needs, and for accountability to adult learners as well as taxpayers in general. Involvement in adult education will improve school-community relations by strengthening two way communication.

▸By providing educational opportunities to poor parents who are often poorly educated, the school board can contribute to the breaking of the poverty cycle.

▸The provision of adult learning opportunities directly contributes to the economic development of the local community.

▸The provision of adult education and training opportunities by school boards contributes to an effective partnership between educational institutions, business and industry.

▸The increased need for retraining opportunities for adults requires school boards to offer appropriate programs in order that Ontario's workforce is to remain productive and competitive. Businesses benefit from upgrading of the workforce.

RESPECTIVE ROLES IN THE EDUCATION-TRAINING CONTINUUM

OPSBA is concerned that, in the process related to the establishment of the Ontario Training and Adjustment Board, decisions will be made with regard to the relative roles of school boards, community colleges, universities, private trainers and community-based trainers in the provision of labour force development programs without adequate recognition and understanding of the current school board role,

identification of the underlying issues and timelines for discussion, consultation and consensus building.

Changing societal and individual needs have placed demands on school boards and the range of responsibilities taken on by the education system has broadened over the years both in terms of types of programs offered and the clients that it serves. The public school boards in Ontario, through a formal consultation process, are currently developing a more comprehensive approach to their role and responsibilities.

As part of this evolutionary process, school boards are taking a new look at the link between education and the economy and the need for life-long learning. This includes an analysis of the role of school boards in both labour force entry and re-entry programs.

School boards recognize that they are a pivotal component in any training and adjustment system in that they provide the necessary foundation skills for successful labour force entry and re-entry. These skills are provided through a variety of innovative programs and approaches for youths entering the workforce for the first time and adults requiring re-entry skills.

Schools are the only place where individuals can receive a secondary school diploma. It has been shown that many people lack the level of education they need to be retrained for jobs in a knowledge-based economy. These people need a combination of academic and skills upgrading and job retraining to gain employment or remain employed. Secondary schools provide the necessary upgrading as the first step in the education-training continuum.

There is the need to recognize that education is a continuum and that a variety of programs and service delivery agencies are required to ensure that adults have the opportunities they require for successful entry and re-entry in the labour force. A mix of delivery agents and agencies is required. As has been documented, the role of school boards in these programs has been expanding over the past ten years.

An example of how this would work would be an adult who goes to an independent assessment centre and, on the basis of that assessment, has an individualized program developed. This program would provide a continuum of service which could

include the adult starting with a community based one-on-one language training program, moving to a school based credit program and finally enroling in a community college skills training program.

Recommendation [2] That the exclusive mandate of school boards to provide secondary school credit courses and diplomas must remain.

Recommendation [3] That school boards, as one of many service delivery agencies, continue to have the right to provide a variety of adult continuing education and youth vocational, job entry and apprenticeship programs based on community needs.

The ability of school boards to have a flexible approach to the provision of programs which meet the needs of the local community must not be compromised with the establishment of provincial and local training and adjustment boards. In an attempt to provide for a coordinated approach to these programs there must be assurances that the current system is not replaced by more rigid bureaucratic structures which make policy and financing decisions in isolation from the needs of the local community.

COMMENTS ON CONSULTATION DOCUMENT PROPOSALS

General

OPSBA supports the establishment of both provincial and local training and adjustment boards. The success of these initiatives will rest on the development of trust and genuine cooperation among the various labour force partners. This implies that the partners are equal and there is a genuine balance of perspectives among business, labour, the deliverers and users of the programs as well as the federal, provincial and local governments. This cannot be achieved, however, with the proposed makeup of the OTAB and its Councils.

In order to ensure that, during the implementation of the new structures, the needs of the clients are met; stability of existing programs and their funding must be guaranteed at both the provincial and local levels through a planned phased approach to implementation which includes ongoing assessment and evaluation.

Accountability

Before the provincial and local boards are established, the issue of accountability must be addressed by the government. At both the provincial level and the local level the establishment of the training and adjustment boards results in the movement away from representation by elected individuals to appointed individuals. At the provincial level, programs are being transferred out of the hands of the various Ministries to an independent advisory body. At the local level, much of the control of programs is being transferred out of the hands of elected school board officials into a locally appointed body.

To whom are these individuals accountable? There must be guarantees that there is public access to information from the provincial and local bodies as well as public accountability through an annual reporting mechanism. It must be made clear that members on the proposed structures are not there as individuals but as representatives of a particular labour market group. As such, they must be accountable to that group. There is the need for the establishment of "reference groups" which provide advice to the representative and to which the representative reports.

Ontario Training and Adjustment Board

a) Mandate

Before OPSBA can comment on the specific recommendations with regard to which programs are transferred to OTAB, the Ministry of Education needs to document the impact these recommendations will have on existing programs and their delivery.

The impact of the proposed transfer of the Literacy Branch from the Ministry of Education on the types of programs offered must be determined. Literacy programs should not be restricted to the provision of programs which only relate to skills upgrading. Literacy as a life skill and an essential component of life long learning must be recognized as well.

A careful analysis of the current and future funding of existing programs must be undertaken. Currently, programs provided by school boards are funded in a variety of ways which include the local municipal tax base, provincial education transfer payments, federal job training funds and cost recovery by individual fee payments.

Before the proposals contained in the consultation document are implemented:

- the recommendations need to be discussed in more detail;
- misinformation on the role of school boards needs to be corrected;
- impact analyses have to be carried out; and
- criteria need to be developed to assist in determining who gets the funding and which programs are to be funded. These criteria must include cost efficiency and quality of programs in terms of training and learning outcomes.

OPSBA therefore recommends

Recommendation [4] That impact analyses of the proposals on existing programs and their funding be undertaken.

Recommendation [5] That the timelines for consultation on the establishment of both provincial and local training and adjustment boards be extended.

In addition to the need for a careful analysis prior to the implementation of any changes, there is the need for an ongoing assessment and formal evaluation of the changes once they have taken place and guarantees that changes will occur if they are warranted.

Recommendation [6] That a formal evaluation, audit and review of the composition, mandate and funding of the OTAB, its Councils and local boards be undertaken within one year of their establishment.

b) Composition

The composition of the proposed provincial bodies is inadequate. Success of the proposed restructuring of Ontario labour force development programs is dependent on the education system - the deliverers of the programs. However, education is the least represented of all the sectors. At a minimum, we must have equal weight with the social action groups.

Given the documented current extensive role of school boards in the provision of human resource development programs and the unique characteristics of school boards, OPSBA makes the following recommendation:

Recommendation [7] That school Boards have direct representation on the OTAB governing body and all Councils.

This representation can be achieved either through expansion of the education/trainer representation on the governing body and councils or the designation of one of the proposed education/trainer positions as reserved for school boards.

Learning Networks

Building an accessible education/training continuum is not enough to ensure efficient or appropriate use by clients needing this service. Lack of information or assistance in developing a realistic personal education/training plan can leave clients in occupations that offer only short-term potential.

Brokerage functions will need to be developed to help individual learners find their way through an increasingly complex system and to move between the worlds of learning and work.

Recommendation [8] That independent training and education access centres be established in communities across the province to assess the needs of the learner and provide information on education/training opportunities in accessible locations.

School boards can ensure that both youth and adults enroled in their programs have access to career counselling and education assessment by staff trained in these areas. They can also provide expertise and leadership in development of community-based information and career counselling centres in partnership with government (municipal and provincial), community agencies, labour and industry.

Local Boards

To facilitate cooperation and coordination of programs and services at the local level, OPSBA supports the establishment of local education councils/boards which have representation from all delivery agencies. However, in order to ensure success at

the local level, there must be adequate time for consultation and the building of trust among the labour force development partners. This has not been provided. To establish the local boards in haste will cause more problems than they are supposed to solve.

We have concerns that the proposed local boards have adequate representation from school boards, respect existing school board boundaries and linkages already established with industry and labour, and do not result in a disruption of services.

We recognize the need to reduce unnecessary competition and overlapping programs and inefficiencies. However, where there is an efficient community training and adjustment board effectively working with business, labour and schools; it should be encouraged to be incorporated under the local board umbrella rather than be disbanded.

The local boards will have a substantial role to play in ensuring quality and stability in the training system. Financial and program stability must be guaranteed. Therefore, any changes should be implemented in a planned and phased fashion. The activity and roles of the local boards should contribute to the stability of training service providers.

Recommendation [9] That impact analyses of the proposed local boards on existing programs and their funding be undertaken.

Direct Representation

School boards at the local level will be the driving force behind the implementation of the proposed changes. OPSBA would argue that there cannot be economic development in a community without the support of the education sector. As major deliverers of programs, school boards will be expected to provide a wide variety of programs to meet the labour force development needs of their local communities. As such, they require direct representation on the local training and adjustment boards.

Recommendation [10] That school boards be automatic members of all local training and adjustment boards.

Before they are established, there is, however, the need for clarification of a number of issues related to the composition of the local boards. These issues include:

- Who is to make the decisions with regard to the makeup of the local boards?
- How is an appropriate balance between the respective labour force development partners to be assured?
- What is the proposed term of office?
- To whom are the representatives on the local boards accountable?
- Will there be an administrative structure to support the activities of the local training and adjustment boards and if so, how is it to be funded?

Boundaries

The proposed boundaries for the local training and adjustment boards should reflect community needs, existing linkages and existing boundaries. This is not the case in many regions. In some cases the proposed boundaries are too large to work effectively. Boundaries should reflect the ability to serve the needs of its population without undue hardships (ie. travel) to persons taking programs. Local training and adjustment boards need to be cost efficient and administrative costs are higher if boundaries are too large. In other cases, the proposed boundaries cut across existing school board boundaries. For example, the Timiskaming Board of Education jurisdictional area has been divided among three of the proposed LTAB boundary areas.

School board participation in these local boards is a way of obtaining up-to-date labour market information on which to base program decisions. It also provides the labour force development board with information on what school boards can contribute with respect to resources, areas of expertise and current academic program information for training decisions.

If implemented properly, local training and adjustment boards have the opportunity to provide a forum for discussion of the mutual needs of stakeholders and for development of a community-based labour force development strategy that utilizes effectively the resources of all partners.

CONCLUSIONS AND RECOMMENDATIONS

OPSBA recognizes the need for Ontario to initiate a coordinated program of education, training and re-training in order to assist our labour force to adjust in a fast-changing economy. OPSBA supports, in principle, the establishment of both provincial and local training and adjustment boards. The success of these initiatives will, however, rest on the development of trust and genuine cooperation among business, labour, the deliverers and users of the programs as well as the federal, provincial and local governments.

We are concerned, however, that school boards have not been adequately recognized as key players in current and future labour force development in Ontario. The school system has a vital role to play in encouraging and facilitating lifelong learning and provides the necessary foundation skills for successful labour force entry and re-entry. OPSBA has documented the nature and extent of school board involvement in the provision of labour force development programs for youths entering the workforce for the first time and adults requiring re-entry skills. We have also indicated ways in which this role is unique.

OPSBA is also concerned that, in the process related to the establishment of the Ontario Training and Adjustment Board and local boards, decisions will be made with regard to the relative roles of school boards, community colleges, universities, private trainers and community-based trainers in the provision of labour force development programs without identification of the underlying issues and adequate timelines for discussion, consultation and consensus building.

There is the need to recognize that education is a continuum and that a variety of programs and service delivery agencies is required to ensure that youths and adults have the opportunities they require for successful entry and re-entry in the labour force.

In order to ensure that the needs of our clients are met during the implementation stage, stability of existing programs and their funding must be guaranteed through a planned phased approach which includes ongoing assessment and evaluation.

In summary, OPSBA makes the following recommendations which relate to both general and specific concerns on the proposals:

Recommendation [1]	That school boards be designated as "public institutions" in future Canada-Ontario Labour Force Development Agreements.
Recommendation [2]	That the exclusive mandate of school boards to provide secondary school credit courses and diplomas must remain.
Recommendation [3]	That school boards, as one of many service delivery agencies, continue to have the right to provide a variety of adult continuing education and youth vocational, job entry and apprenticeship programs based on community needs.
Recommendation [4]	That impact analyses of the proposals on existing programs and their funding be undertaken.
Recommendation [5]	That the timelines for consultation on the establishment of both provincial and local training and adjustment boards be extended.
Recommendation [6]	That a formal evaluation, audit and review of the composition, mandate and funding of the OTAB, its Councils and local boards be undertaken within one year of their establishment.
Recommendation [7]	That school Boards have direct representation on the OTAB governing body and all Councils.
Recommendation [8]	That independent training and education access centres be established in communities across the province to assess the needs of the learner and provide information on education/training opportunities in accessible locations.
Recommendation [9]	That impact analyses of the proposed local boards on existing programs and their funding be undertaken.
Recommendation [10]	That school boards be automatic members of all local training and adjustment boards.